

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of teaching, (2) the concept of writing, (3) the writing of paragraph, (4) the concept of descriptive paragraph writing, (5) the concept of idea details paragraph (IDP), (6) the procedure of idea details paragraph, (7) previous related studies, (8) hypotheses testing, and (9) criteria for testing the hypotheses.

1.1 The Concept of Teaching

Teaching activity concerns about how to transfer knowledge and skill to learners. It is also focused on the capability of the teachers as an actor in the learning process. Harmer (2004) states that teaching is not an easy job, but it is a basic one and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some practice and students can be difficult and stressful at times, but it is also worth memorializing that at its best teaching can also be extremely enjoyable.

In the holy Quran An-Nahl (125), it is explained about teaching in Islam is compulsory.

ادْعِ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْخَيْرِ الْحَسَنَةِ بِأَلَّتِ

هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ

بِالْمُهْتَدِينَ أَعْلَمُ

“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided”. (QS. 16:125).

That surah mentioned before informs the importance of guidance. Teaching gives instruction in order to help students to understand what they learn. This idea was supported by (Brown, 2000, p.19) that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Understanding how the learner learns will determine teacher philosophy of education, teacher teaching style, teacher approach, methods, and classroom technique.

2.2 The Concept of Writing

It is known that writing is one of four major skills in English. It is specified into a written language skill. Writing is the activity to express the idea, opinions, and thought and a way of communicating information, ideas, and feeling to other people. This opinion is also supported by Brown (2004) that writing is a skill that has an exclusive domain of scribes and scholars in education or religious institution. In another states writing is an activity that has been widely described in Qu’ran and hadith (Herizal & Afriani, 2014, p. 27). Therefore writing helps peoples express their ideas clearly and profiently.

Moreover, writing is of fundamental importance to learning, to the development of the person in each learner, and to succeed in the educational system. Writing is very important in education so everyone wants to know the

best way to teach it (Peha, 2003, p.1). As teachers, we need to work continually to aid our students in their search for fulfillment as writers (Graham & Harris in Ha, 2011, p. 4). According to Peha (2010), there are five steps of writing which are known as five-stage processes that include Pre- Writing, Drafting, Revising, Editing, and Publishing. The following is an explanation of each of these stages:

2.2.1 Pre- Writing

Pre-Writing is an activity that helps writers figure out what to write about. Furthermore, Graham and Perin (2007) state that pre-writing will engage students in activities designed to help them generate or organize ideas for their composition. Pre- Writing became a very important thing to be considered as the first step of an article, because if the beginning is not good, readers will never get to the middle or the end (Peha, 2010, p.74). Therefore pre-writing is where you find an idea for project and write it down.

2.2.2 Drafting

Drafting is where formal writing begins. Using pre-writing materials as inspiration, the writer writes and writes some more. The goal is to get everything down on paper as quickly and easily as possible.

2.2.3 Revising

Completed writing should be read back to check on the possibility of the author's mistakes. Revision process can be carried out by the authors themselves or often performed by others in the form of peer-reviewing, small class discussion, whole-class discussion. Peha (2003) states that whenever writers

share their work, he wants to make sure they get useful and get constructive feedback so they know what they're going to do next.

2.2.4 Editing

Editing is such a complex and demanding task which has purposed to make finishing and fix writing after passing review stage and had some correction.

2.2.5 Publishing

The point of publishing is having someone read the writer's work. In teaching writing to the students, the process of publishing can be done through group discussion, school newspapers, websites, outside of the school, or portfolio. In addition, to the above five stages of writing, there is the last step that will be passed authors; assessing writing. The most important thing that can be learned about assessment is to get the students involved as fully as possible. When the students lead in assessing their own abilities, learning dramatically increases (Peha, 2010, p. 10). Therefore publishing is making information available for public view.

2.3 The Concept of Paragraph

The composition of writing is built in many paragraphs. According to Oshima and Hogue (2007), a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. Oshima and Hogue (2007) state that paragraph has three major structural paragraph parts: a topic sentence, supporting sentences and concluding the sentence. First, the

topic sentence tells what topic the paragraph is going to discuss. Second, the supporting sentence gives details about the topic. Third, the concluding sentence summarizes the main points or restates the topic sentence in different words.

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2.4 The Concept of Descriptive Paragraph Writing

A descriptive paragraph gives a clear picture of a person, place, object, events, or idea. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind (Oshima & Hogue, 2007, p.61). Therefore before writing a descriptive paragraph, it is important to consider the purpose and the audience.

According to Savage and Mayer (2007) state that descriptive paragraph should be in descriptive organization based on the following paragraph structures:

- a) topic sentence: introduces the item that the writer will describe, it may include the writer's general feeling or opinion about them,
- b) supporting sentences: give more background information about the item, also give descriptive details about

the item, describe how the item looks, smells, feels, or tastes, may also describe in more detail how the writer's feelings about them, c) concluding sentence: the paragraph end with a concluding sentence that restates the idea in the topic sentence using different word to show my opinion. As a summary, it can be concluded that a descriptive paragraph is a form of writing that talks about describing person, thing, or certain place in vivid detail which has generic structure; identification, description, and conclusion (optional).

a. Identification

Identification is a part in which the writer identify or write the recognition; moreover, it can be a general statement about the place, person, or thing that you want to describe.

b. Description

Descriptions area vivid detail of place, person, or thing that the writer wants to describe so that the reader can easily imagine or picture the object, or they can feel the object with the five senses.

c. Conclusion

The last part of the descriptive paragraph is optional (i.e it may be included or not). In this part, the writer concluded the paragraph or restate the identification. The present study concerns in writing a descriptive paragraph which consists of six to twelve sentences. The paragraph should be written by the seventh-grade students of SMP Adabiyah Palembang in the form of descriptive paragraph writing which consists of a generic structure such as identification, description, and conclusion.

2.5 The Concept of Idea Details Paragraph (IDP)

The Idea Detail Paragraph Strategy is one of the simple ways to teach writing for students. IDP strategy is developed by Peha (2010). This strategy is appropriate for writing skill. This strategy can be used for a descriptive paragraph. IDP strategy is applied from junior high school until senior high school. This strategy can help the students improve their ability especially in writing skill.

Furthermore, Idea Details Paragraph Strategy which is appropriate for all kinds of text and guides students in organizing their supporting information. Peha (2010) states that IDP is a strategy for teaching basic skills that are applicable across grade levels and curriculum areas. This strategy is an activity of the students to write something very simple and then describe it in detail. Peha (2003) states there are three reasons why detail is important in writing, those are: (a) a detail is an answer to a question a reader might have. Every reader may understand the writer ideas but want to know more about it (their writing). The reader's very curious; they always have a question that they wanted the writer to answer. If a writer tells something, the readers want to know a lot about it. (b) If the writer doesn't give readers the information they want, the reader's get frustrated. It's like hearing the first part of a joke and not getting to hear the punch line or watching a movie and not getting to see the ending. (c) The best way to add details to your writing is with the Idea-Detail Strategy. Just pick the sentence from writer's pieces that need more support, write it down on the left side of an Idea Detail chart, and then put the detail on the right side. When a writer finishes the chart, put the details back into writer piece.

Detail is an extremely important part of writing. Without good detail, most writing is not worth reading. Without detail, it is hard for readers to know exactly what a writer is trying to say. The writer’s head is full of things the readers can’t possibly to know about. Then the question is how to get those things into the head of the readers and the answer is all in details.

2.6 The Procedure of Idea Details Paragraph (IDP)

The Idea Details Parapragh strategy, the students will organize their idea and details on Idea Details chart. According to Peha (2010), there are four steps are used in Idea Detail Paragraph: First step is making a chart and divided in two (left and right side) left for the idea, right for details. The second step is taking a single idea (sentence) in your left chart. The third step is making a list on the detail side. Every detail writer can think of that goes with it. The fourth step is the writer thinks about the question that readers would ask and try to answer them. In general, have five or ten details for an idea will be plenty. The more important and unusual writer idea, the more detail writer need. Think about what a writer needs and make sure the writer include it.

Table 1. Steps of Idea Detail Paragraph

IDEA	DETAILS
Sentences that needs more support	What reader needs to know
Pick something important	Think of the reader would ask
For paragraph	

Table 2. Example of Idea Details Paragraph

IDEA	DETAILS
I had a huge car accident one morning	I was stopped in traffic on the freeway
When I was driving to school	when a truck came up behind me.
	I heard his engine roar and I knew he was going to fast
	He did not notice I was stopped so
	he did not slow down until it was too late
	He slammed on his brakes and veered to the right but he still hit me. His truck crunched most of the right side of my car.
	Glass and metal went flying everywhere
	I was scared at the first because I thought I was going to get hurt. But afterward, I was relieved
	No one was hurt and I was still able to drive my car away. But it needed over \$ 5000 repair workable to drive my car away. But it needed over \$ 5000 repair work.

I used the Idea-Details Strategy to get more details. I take one of their details and turn the idea on a new Idea-Detail chart. In this example, the writer takes on of details from my car accident story (the part about the \$5000 repair bill) and put it on the “idea” side. Then add more details to the detail side.

Table 3. Example add more Details

IDEA	DETAILS
My car needed \$ 5000 for repair work	<p>The back end on the right side of my car was completely flattened</p> <p>I could not open the trunk or the right rear passenger side door.</p> <p>When I drove home from the accident, the car wobbled a lot. The rear axle and tires had been moved over a few inches to the right so they did not match the ones in the front.</p> <p>I took the car to my mechanic and he recommended a guy who does a lot of body work on badly damaged cars</p> <p>He had the car for over a week and when it was done it looked like it was brand new</p> <p>He charged \$ 5000 dollars for the repair but my insurance paid for it.</p>

2.7 Previous Related Studies

There are three previous studies which are closely related to the researcher's current study. The first-second study was written by Wirabawa in 2017. The subject of this study was class XI IPA 2. This study was conducted in of classroom action research the data were collected took some instrument, namely writing competency test, questionnaire, and observation checklist the result showed that the implementation of the Idea Detail strategy was a success to improve the students writing competency in narrative and report text.

The percentage of students who achieved a score higher than or equal to 75 increased from 20% in preliminary observation to 85% in cycle two the cycle was stopped in cycle two since the percentage of the students who achieved the

passing score were more than 75% regarded to performance indicator. The similarities of the previous and this study are both studies has the same skill that is writing skill. Meanwhile, both studies use the quasi-experimental design for research. The differences are the method that is used in teaching writing paragraph and the grade of the students who become the sample. The kind of the text is also different, the previous study use narrative and this study use descriptive.

The second study was written by Oktavianti in 2013. The objective of this research is to find out the effectiveness of the Idea-Detail technique in teaching procedure text writing for seventh-grade students of MTs Negeri 1 Pontianak in academic year 2013/2014. The findings showed that the effect size of treatment was 1.17. it was categorized as large ($ES > 0.8$). Thus, teaching procedure text writing by using Idea-Detail technique was large effectively in increasing students' writing achievement. The similarity between the previous' study with the writer's study are in independent and dependent variables namely use Ideas Detail Paraghrap strategy in teaching writing, while, the difference is in the population and sample of the study.

The final research is "Improving Descriptive Paragraph Writing Through Tell-Sow strategy. Of the Eighth Grade Students of SMP (SLUB) Saraswati 1 Denpasar in Academic Year 2013/2014" written by Ayu (2014). The objective of this research is to find out whether or not Tell-Show Strategy can effectively develop the writing skill in term descriptive paragraph of ninth grade students. There are similarities and the differences between the previous study and this study. The similarities are both study choosing writing skill for their research.

And the difference is this research used Idea-Detail Paragraph (IDP) as a strategy, but the previous study uses Tell-Show as a strategy.

2.8 Hypotheses Testing

In criteria of testing the hypotheses, the result depends on the problems investigated. According to Fraenkel (2012), a hypothesis is a simply put, a prediction of the possible outcomes of a study. Based on the assumption above, I will formulate two hypotheses: they are null hypotheses (Ho) and alternatives hypotheses (Ha) as stated below:

1. (Ho): There is no significant difference on the eighth-grade students' descriptive writing who are taught by using Idea Details Paragraph and those who are not at SMP Adabiyah Palembang

(Ha): There is a significant difference in the eighth-grade students' descriptive writing who are taught by using Idea Details Paragraph and those who are not at SMP Adabiyah Palembang

1. (Ho): There are no significant difference in the eighth-grade student's descriptive writing who are taught writing in poor, average, good, and excellence categories by using Idea Details Paragraph and those who are not at SMP Adabiyah Palembang.

(Ha): There are a significant difference of the eighth-grade student's descriptive writing who are taught in poor, average, good and excellence categories by using Idea Details Paragraph and those who are not at SMP Adabiyah Palembang.

2.9 Criteria for testing the hypotheses

In criteria of testing the hypotheses, the result depends on the problems investigated. To test the hypotheses, the writer will use the 95% level of significant (0,05) at two-tailed test. To prove the research problems, the writer's hypotheses are determined based on the following criteria:

1. a. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted
- b. If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.
2. a. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
- b. If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

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